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ABSTRACT

This document is a curriculum guide to a world geography course for grade 12 students in Manitoba, Canada. Following an overview of the course, the guide presents information about the six units that comprise the course. The units are: (1) World geography overview; (2) World population: characteristics, distribution, and growth; (3) World food supply: production and distribution; (4) World resources, energy, and environment; (5) World industrialization and urbanization; and (6) World interdependence. Each unit discussed in the guide includes an overview, number of topics to be covered, and focusing questions. Teaching strategies and learning activities are to be developed based on the topic objectives and focusing questions. It is intended that each strategy or activity developed by the teacher should satisfy one or more of the following categories of objectives: knowledge, thinking and/or research, attitude and value, or social participation. A list of learning resources and outline maps are appended. (DB)

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Manitoba
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1991

world geography: a human perspective

social studies senior 4 (grade 12)

SO 022 623

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Social Studies Steering Committee members serving since September 1985:

Name	School Division/Organization	Representing
Bill Wesley	Rolling River S.D. No. 39	Chairperson (until 1990)
Lloyd Nelson	Frontier S.D. No. 48	Chairperson
Gail Roberts	Winnipeg S.D. No. 1	K-3 (until 1987)
June Keith	St. James-Assiniboia S.D. No.2	K-3
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Christina Doliwa	Intermountain S.D. No. 36	7-9
Doug Kearns	Mystery Lake S.D. No. 2355	10-12
Linda McDowell	Winnipeg S.D. No. 1	Senior Years Task Group
Tim Ball	University of Winnipeg	University
Ken Osborne	University of Manitoba	Faculty of Education
Verne Kulyk	Hanover S.D. No. 15	M.A.S.T. (until 1987)
Jack Schellenberg	Hanover S.D. No. 15	M.A.S.T. (until 1989)
Patricia McTaggart	Winnipeg S.D. No. 1	M.A.S.T.
Hilt Stewart	Brandon S.D. No. 40	M.A.S.S. (until 1987)
Howie Smith	Pelly Trail S.D. No. 37	M.A.S.S. (until 1989)
John Suszko	Seine River S.D. No. 14	M.A.S.S.
Frank McKinnon	Midland S.D. No. 25	M.A.P. (until 1988)
Constantine Yphanitides	Hanover S.D. No. 15	M.A.P.
David Osborne	River East S.D. No. 9	M.T.S.
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Doug Langrell	Manitoba Education & Training	Independent Study
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M.A.S.T. - Manitoba Association of School Trustees
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M.A.P. - Manitoba Association of Principals
M.T.S. - Manitoba Teachers' Society
M.S.S.T.A. - Manitoba Social Science Teachers' Association

Social Studies Senior Years Task Group members serving since September 1985.

Name	School Division
Linda McDowell (Chairperson)	Winnipeg S.D. No. 1
Bob Caldwell	Antler River S.D. No. 43
Ruth Christie	Tiger Hills S.D. No. 29
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Sharon Janz	Rolling River S.D. No. 39
Orest Kosowan	St. Boniface S.D. No. 4
John Michalyshyn	Winnipeg S.D. No. 1
Dennis Smith	Birdtail River S.D. No. 38

LEVELS I, II, AND III DOCUMENTS

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined in a single document (e.g., Mathematics K-6), while for others, separate documents have been developed (e.g., Language Arts, Social Studies). The Social Studies documents are defined as follows:

Level I: The Level I document, Social Studies K-12 Overview (1985), includes the main thrust, intent, goals, categories of objectives, overall learning and development strategies, and a statement on implementation and evaluation, as well as an abstract of each of the K-12 curriculum guides. These statements, approved by the Minister of Education and Training, constitute provincial policy.

Level II: The Level II document consists of individual grade guides which include the grade overview, unit overview, unit topics and focusing questions, the specific objectives, and the suggested learning and teaching strategies, as well as a list of resource materials. The teaching of the identified objectives is mandatory.

Level III: The Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

This guide is a Level II document. It should be used in conjunction with the Level I document, Social Studies K-12 Overview (1985).

ORGANIZATION OF THE CURRICULUM GUIDE

The Senior 4 World Geography: A Human Perspective curriculum guide is organized with a course overview and unit overviews, topics, focusing questions, and objectives. The teaching strategies and learning activities are to be developed from the topic objectives and focusing questions.

Each strategy or activity developed by the teacher should satisfy one or more of the following categories of objectives:

- knowledge
- thinking and/or research
- attitude and value (generally a discussion-type activity)
- social participation

For example, a well-planned social participation activity may satisfy a number of the above objectives.

Even though social participation objectives are indicated in most topics, there will not be enough time to attempt them all. However, teachers should consider the social participation activities as an important part of the overall Social Studies program.

The teaching strategies and learning activities should be developed from the topics and focusing questions in the context of one or more of the objectives, and should be organized under three headings:

- Introduction - activities which introduce the topic
- Development - activities which develop the objectives
- Conclusion - activities which conclude the topic

For further information see pages 9-12 of the Social Studies K-12 Overview (1985).

RESOURCE MATERIALS

The approved and recommended supplementary resources are identified in the Manitoba Textbook Bureau catalogue. A brief list of suggested learning resources is included on page 41 of this guide.

RECOMMENDED TIME ALLOTMENT

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual courses and should serve as the guide to school administrators and teachers in determining appropriate time allotments. All schools/school divisions are expected to ensure that sufficient time is allocated for the adequate development of the objectives of individual programs.

The recommended yearly time allotment for this course is 110 to 120 hours.

The core Social Studies curriculum has been designed for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating social studies concerns or issues deemed relevant by teachers and/or students.

IMPLEMENTATION AND EVALUATION

Administrators and teachers should refer to pages 16-25 of the Social Studies K-12 Overview (1985) for information concerning implementation and evaluation.

STATEMENT ON 00/01 COURSES

This guide describes both the 00 and 01 courses. The general intent is that in both courses students should examine similar content, as identified by the topics and focusing questions. It is also intended that the knowledge objectives, the thinking and research skills objectives, the attitude and value objectives, and the social participation objectives be emphasized in both courses. In effect, the objectives for each course need not vary in any significant way. However, the teaching style for 01 courses should be more "supportive" than that for 00 courses. This "support" may be described as follows:

- more emphasis should be placed on developing work habits, language-processing skills, and analytic and critical thinking skills.
- greater attention should be given to the supplementary questions presented before, during, or after reading selections and to listening to presentations to facilitate comprehension and discussion.
- greater emphasis should be placed on (i) surveying texts/chapters/articles, (ii) setting specific reading objectives/questions, and (iii) designing activities which introduce new vocabulary and concepts to preface reading assignments.
- more attention should be given to demonstrations, models, diagrams, maps, and other visuals to augment verbal explanations.
- more emphasis should be placed on integrating, at appropriate points, language processing skills related to organizing information for study, essay writing, and research.

In short, more work should be done in the 01 course on encouraging intellectual development than is necessary in the 00 course.

In addition to the above, the following guidelines should apply to the expectation/achievement levels for the 00/01 courses:

- the reading assignments for the 00 course should be, for example, more sophisticated and demanding; and of greater variety, than for the 01 course.

- the research assignments (for papers, presentations, reports, debates) for the 00 course should be more demanding, for example, in length, in sophistication, in number, and in bibliographic references than for the 01 course.

- the 00 course should place a greater emphasis on the higher levels of the learning taxonomy such as analysis, synthesis, and evaluation and, therefore, should be more conceptual in nature. The 01 course focuses to a greater extent on the lower levels of the learning taxonomy such as knowledge, application, and analysis, and is, therefore, more general in nature.

- in general, the intent of the 00 course is to provide the student with the appropriate background for specialized further study in the discipline. The 01 course is intended to provide the student with a general background in that discipline, which may not necessarily lead to further study.

WORLD GEOGRAPHY/WORLD ISSUES CONTENT OVERLAP

Note: To schools offering both World Geography: A Human Perspective 300/301 and World Issues 300/301 during the same school year.

In schools where students have enrolled in both of the above courses simultaneously, it is recommended by Manitoba Education and Training that the teachers teaching these courses collaborate to select those issues from the World Issues course which would minimize content overlap with the World Geography course. For example, it is recommended that the topics on world population, demand for resources, and industrialization/urbanization emphasized in the World Geography course not be selected as issues in the World Issues course. The World Issues Course allows for greater choice in the selection of content.

WORLD GEOGRAPHY:

A HUMAN PERSPECTIVE

WORLD GEOGRAPHY: A HUMAN PERSPECTIVE

COURSE OVERVIEW

Theme: Examining concepts of human geography and physical geography (as it applies to human interdependence with the earth), in relation to the environment, development, world population and aboriginal peoples, food production, resources and energy, industrialization and urbanization, and world interdependence.

Geography deals with locations, patterns, distribution, and inter-relationships between society and the physical environment in a constantly changing world. The study of geography should provide students with a perspective for examining what exists on the earth and where it is located. Such study is rooted in the need for humans to understand more fully the physical character of the planet earth, its ability to support human life, the spatial organization of societies, and the ways in which knowledge and skills are applied to use the earth's resource potential. This understanding is necessary because humans are dependent on the planet to sustain their existence.

Geographical knowledge and understanding should lead to an interest in, and concern for, present-day issues, whether they be local, national, or global. This should include a concern for the environment and the economy and their sustainability, and should encourage insights into the reasons for both the positive and negative relationships between the environment, economy, and human needs and wants.

Questions related to increasing populations, increasing economic expectations, and increasing environmental issues are universal in scope, whereas questions related to demands for adequate shelter, food, clean water and air, consumer goods, and mobility are more local in scope. Using creative yet responsible strategies to plan for the future requires a solid base of knowledge derived both from the physical and social sciences and from practical experience in appraising the consequences of alternative courses of action. Studies in geography should assist students to look for principles that have universal scope and application. As well, students need to recognize the limitations of applying generalizations to specific areas and issues. The ability to organize the factual information of specific cases around useful concepts, and subsequently to make appropriate generalizations, is central to the growth of geographic understanding. Geographic studies "include both human and physical elements, employ a wide variety of investigative techniques and procedures, borrow knowledge and principles from many sources, combine variables whose relative importance may be difficult to measure, and present information in patterns and combinations that may raise as many questions as they answer."[1]

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[1] Curriculum Guideline for the Senior Division Geograhy (Toronto: Ministry of Education, Ontario, 1978), p. 3.

The ideas developed during the study of geography will relate to one or more of the major content-organizers outlined in the Social Studies K-12 Overview (see pages 4-6).

More specific to geography, students will observe, record, and classify information obtained from primary or secondary sources, and develop problem-solving techniques in order to make good use of that information. Experience in interpreting all kinds of graphic information, accurately locating places on the earth, and reading maps at a variety of levels is critical to understanding geographical ideas as well as increasing the general education of all students.

This course is designed to help students gain a greater understanding of the world through human geography and physical geography as it relates to human endeavours. It focuses on the nature of geography and on related concepts such as: world population distribution, growth, and challenges; the status of and challenges facing aboriginal peoples; environmental and economic concerns and management; the production and distribution of food from land and water; the distribution of and demands on world resources and energy; the present status and impact of industrialization and urbanization; and world interdependence. The intent is to examine the above in the context of the world with an emphasis on the developed, developing, and least developed countries.[2]

It is also intended that the media be used as an ongoing source of information for each unit of study.

A 28-week (70%) time frame has been suggested for the units, with the use of the remaining 12 weeks (30%) to be left to the discretion of the teacher, either to give greater emphasis to certain units or to choose other related topics.

The study has been divided into the following six units, with specified themes and suggested time frames:

UNIT I: World Geography Overview

Theme: Examining the role, principal characteristics, and concepts of geography, and reviewing the major physical and cultural features of the world and the diversity existing among them.

(Suggested time: 5 weeks)

UNIT II: World Population: Characteristics, Distribution, and Growth

Theme: Population growth and distribution are challenging the economy and the environment of societies in the developed, developing, and least developed countries of the world.

(Suggested time: 5 weeks)

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[2]Note: The accepted terms now suggested by United Nations and CIDA are developed, developing, and least developed countries. (Some teachers may prefer to use the terms more developed, less developed, and least developed.)

UNIT III: World Food Supply: Production and Distribution

Theme: Producing and distributing an adequate food supply for the world's growing population through agriculture, fishing, and aquaculture creates unique challenges for the developed, developing, and least developed countries.

(Suggested time: 5 weeks)

UNIT IV: World Resources, Energy, and Environment

Theme: Sustainable development of the world's resources and energy sources in the context of ever-changing environmental, economic, and technological challenges.

(Suggested time: 5 weeks)

UNIT V: World Industrialization and Urbanization

Theme: The present status, trends, characteristics, and impact of industrialization and urbanization in the world.

(Suggested time: 5 weeks)

UNIT VI: World Interdependence

Theme: World interdependence and its implications for the developed, developing, and least developed countries.

(Suggested time: 3 weeks)

The major purpose of the program is to help students explore and better understand the following ideas with reference to a world view:

- Roles, purposes, concepts, and skills of geography.
- Major features of the physical and human environments.
- Characteristics of developed, developing, and least developed nations.
- Population characteristics, distribution, growth, and challenges.
- Environmental management and protection and economic growth in the context of sustainable development.
- The status of and challenges confronting aboriginal peoples in contemporary society.
- Food production and distribution.
- The status of industrialization and urbanization.
- Interdependence of the developed, developing, and least developed countries.

UNIT I: WORLD GEOGRAPHY OVERVIEW

UNIT I OVERVIEW

Theme: Examining the role, principal characteristics, and concepts of geography, and reviewing the major physical and cultural features of the world and the diversity existing among them.

This unit introduces students to the study of geography--its roles, characteristics, features, and concepts--as well as to the skills of geography and the techniques that geographers use to organize, analyze, and display material. Furthermore, it teaches students to distinguish between the study of physical geography and human geography, and to examine the areas and review the major physical and cultural features of the world. Finally, the unit examines how and why nations have been grouped into the developed, developing, and least developed nations and explores the diversity and relationships among them in terms of such things as economic well-being, standard of living, resource base, and general quality of life.

(Suggested time: 5 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

1. The Role and Concepts of Geography

   - What is geography? (Consider questions such as: What questions does geography answer? What can be learned from geography? What is interesting about geography? What vocabulary is associated with geography? What is the value of studying geography? How is geography a social science?)

   - How is physical geography different from human geography? (Consider questions such as: What is the relationship between physical and human geography? What is the significance of each? How is regional geography different from systematic geography?)

   - What are the important concepts of geography? (Consider concepts such as: location, distribution, physical and cultural environment, regions, relationships, interdependence, interaction, sustainable development, cartography, space, time, etc.)

   - What techniques are used to collect, organize, analyze, and display geographic data? (Consider: field study, charts, graphs, maps, aerial photographs, pictures, statistics, diagrams, case studies, comparisons, etc.)

2. The World's Physical Geography

   - What are the significant concepts studied under "physical geography"?

   - What are the major physical features of the world and where are they located? (Consider: mountains, plains, plateaus, lowlands, bodies of water, rivers, etc.)

   - Which physical landscapes are hospitable to human settlement?...are not as hospitable? Why?

   - What is meant by plate tectonics? How is the physical environment affected by the plates? What are the implications? (Optional)

   - What are some generalizations that can be made about world climates and climatic regions?...about world vegetation zones?...about world soils?

3. The World's Human Geography

   - What are the significant concepts studied under "human geography"?

   - What is meant by culture? What are some of the similarities and differences in culture that can be observed throughout the world? (Consider things such as: language, religion, shelter, dress, physical traits, education, governments, economic systems, ways of making a living, etc. Include the aboriginal peoples.)

   - What are some of the revolutionary changes that have transformed culture throughout history? What have been the implications? (Consider changes such as: toolmaking, agriculture, urbanization, industrialization, computerization, the information age, etc.)

   - What is meant by the term "sustainable development"? How is it defined and how did it evolve? (Consider various definitions and interpretations. Evaluate the definitions and develop an appropriate definition for this course.)

4. The Developed, Developing, and Least Developed Countries

   - What is the difference between a nation and a country? (Consider questions such as: Why are there so many nations in the world?...so many countries? What is the significance of political boundaries?)

   - How can countries be grouped? What are the advantages and disadvantages of grouping countries? (Consider a variety of ways of grouping countries: by hemisphere, by continents, by countries of the West, East, North, and South, by developed, developing, and least developed countries, by nations, by organizations such as NATO, UN, and Commonwealth, by religion, by language, by politics, etc.)

- What is meant by the term "developed countries"? (Consider questions such as: What are some of the characteristics of developed countries? Which countries belong to this grouping? Why? What other terms are used to describe these countries? How and why did these countries evolve? What are some significant issues facing these countries?)

- What is meant by the term "developing countries"? (Consider questions such as: What are some of the characteristics of developing countries? Which countries belong to this grouping? Why? What other terms are used to describe these countries? How and why did these countries evolve? What are some significant issues facing these countries?)

- What is meant by the term "least developed countries"? (Consider questions such as: What are some of the characteristics of the least developed countries? Which countries belong to this grouping? Why? How and why did these countries evolve? What are some significant issues facing these countries?)

- What is the interrelationship among developed, developing, and least developed countries?

TOPIC 1: THE ROLE AND CONCEPTS OF GEOGRAPHY

Knowledge Objectives. The student should be able to:

. explain that geography is a science as well as a social science and identify the concepts that demonstrate this.

. explain the meaning of geography and identify terminology and symbols associated with the discipline of geography.

. describe the relationship between physical and human geography.

Thinking and Research Skills Objectives. The student should be able to:

. contrast physical geography with human geography and regional geography with systematic geography.

. outline techniques used in the discipline of geography to collect, organize, analyze, and display geographic data, and illustrate with specific examples.

Attitude and Value Objectives. The student should be able to:

. demonstrate a growing understanding of and appreciation for studying geography. (Consider the fields in which it is useful.)

. discuss the value of the knowledge gained through the discipline of geography for the "average" person.

Social Participation Objectives. The student should be able to:

- prepare and carry out a project (in small groups) which involves surveying a number of people about the location of significant geographic places or significant events and then compile and interpret the information. Share results with the class.

TOPIC 2: THE WORLD'S PHYSICAL GEOGRAPHY

Knowledge Objectives. The student should be able to:

- recognize the concepts that are included in physical geography.
- identify which physical landscapes are hospitable to human settlement and which ones are not very hospitable, and explain why.
- indicate the significance of plate tectonics and its implications for human settlement. (Optional)

Thinking and Research Skills Objectives. The student should be able to:

- locate the major physical features of the world on an outline map.
- research and make some generalizations about the relationship between world climatic regions and human settlement, between vegetation zones and human settlement, and between world soils and human settlement.

Attitude and Value Objectives. The student should be able to:

- discuss the pros and cons of living in regions dominated by different physical features.
- share personal attitudes about living in Canada in terms of climate and physical features.

Social Participation Objectives. The student should be able to:

- organize and prepare a local field study to examine and interpret aspects of physical geography to gain a greater understanding of the advantages and disadvantages of the physical environment.

TOPIC 3: THE WORLD'S HUMAN GEOGRAPHY

Knowledge Objectives. The student should be able to:

- recognize the concepts that are included in human geography.
- recognize the interdependence and interaction between the human and physical environment.
- define sustainable development and identify the principles and guidelines of sustainable development.

. identify some of the historic revolutionary changes that have had a significant impact on cultures. (Include the movement toward sustainable economic development of resources.)

Thinking and Research Skills Objectives. The student should be able to:

. research what is meant by culture and outline differences and similarities among various cultures.

. research how different cultures view and interact with their economy and environment.

Attitude and Value Objectives. The student should be able to:

. discuss the strengths that cultural diversity brings to the human environment.

. discuss how sustainable development may have both positive and negative effects on the economy and the environment.

Social Participation Objectives. The student should be able to:

. compile, organize, and prepare small-group projects (using newspapers, magazines, interviews, etc.) which develop a greater understanding of the concepts of human geography including sustainable development. Share these with the class.

TOPIC 4: THE DEVELOPED, DEVELOPING, AND LEAST DEVELOPED COUNTRIES

Knowledge Objectives. The student should be able to:

. recognize the difference between a country and a nation state.

. recognize the significance of a political boundary for a country...for a nation.

. explain the meaning of developed countries, developing countries, and least developed countries, and identify countries in each grouping.

. identify characteristics of developed countries, developing countries, and least developed countries.

. list a variety of terms used to describe developed countries, developing countries, and least developed countries.

Thinking and Research Skills Objectives. The student should be able to:

. research how and why countries have evolved into developed countries and into developing countries.

. compare and contrast significant characteristics of developed countries with those of developing countries on a chart.

. analyze the interrelationship between developed countries and developing countries.

Attitude and Value Objectives. The student should be able to:

. discuss the advantages and disadvantages of grouping countries in different ways.

. discuss the strengths and weaknesses of using the terms developed countries, developing countries, and least developed countries.

. discuss and evaluate significant issues facing developed countries and developing countries. (Include environmental and economic issues.)

. discuss the appropriateness of dividing the world into developed countries and developing countries.

Social Participation Objectives. The student should be able to:

. organize and participate in a simulation game or an activity which assists in developing a greater awareness and understanding of the diversity between developed countries, developing countries, and least developed countries.

UNIT II: WORLD POPULATION: CHARACTERISTICS, DISTRIBUTION, AND GROWTH

UNIT II OVERVIEW

Theme: Population growth and distribution are challenging the economy and the environment of societies in the developed, developing, and least developed countries of the world.

This unit examines the fundamental causes of population growth of various societies and the linkages to the economy and environment of those societies. It assists students to understand the characteristics of the world population--its size, its distribution, its growth, its relationship to the economies and the environment, its migrations, its sustainability--in the developed countries, the developing countries, and the least developed countries. In addition, this unit explores the challenges facing aboriginal peoples in the world.

(Suggested time: 5 weeks)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. World Population Distribution

   - How is the world population distributed today? (Consider questions such as: Where are the major population concentrations? Why? Where are the sparsely populated areas? Why?)

   - Is migration a solution to population redistribution? (Consider questions such as: Why or why not? What are some of the restrictions imposed by countries on migration? To what extent does migration have an impact on population distribution? Does migration solve fundamental problems related to population distribution?)

   - Should governments pursue a balance between the size and growth rate of a country's population and the capabilities of the economy and the environment to support that population? Why? (Consider the implications when such a balance is lacking.)

   - What impact does a poor or failing economy have on the population and the environment as compared to a vibrant economy?

2. World Population Growth

   - What is meant by population growth? (Consider questions such as: What is meant by growth rate? What are the implications of variations in population growth rate? How and why does it differ from one country or region to another? How has population growth differed historically? Why? To what extent is population growth an issue at the present time in developed countries?...in developing countries?... in least developed countries? How have governments and society responded to population growth? How successful has the response

been? What are the implications? What role has technology played in the population growth and what are the implications?)

- What is meant by demographic transition? (Consider questions such as: How is it evidenced in the world today? What are the implications for the developed, developing, and least developed countries?)

- What is meant by overpopulation? (Consider questions such as: Where does it exist? What concerns are associated with it?)

- What conclusions can be drawn if present trends in world population growth rates continue?

3. The Present Challenges

- What is the relationship between an increasing world population and the resource base?...between an increasing standard of living and the resource base? What are the implications?

- What are the major issues facing aboriginal groups in the world today? (Consider questions such as: Where are they located? What are the challenges confronting the aboriginal populations in a world of expanding populations? What are the implications of retaining a traditional way of life in such circumstances, both for the aboriginal peoples and the societies in which they find themselves?)

- What are the effects of an increasing population on the environment?...on the economy? (Consider the developed, developing, and least developed countries.)

- Is the present annual population increase and growth rate sustainable for the future? (Consider this issue in the context of sustainable development in the developed, developing, and least developed countries.)

TOPIC 1: WORLD POPULATION DISTRIBUTION

Knowledge Objectives. The student should be able to:

. describe the present world population distribution pattern.

. recognize that the world population is unevenly distributed among and within the countries of the world.

. explain factors that account for the earth's population distribution today. (Consider factors such as: economics, the environment, natural resources, government policy, etc.)

Thinking and Research Skills Objectives. The student should be able to:

- mark the major densely populated and sparsely populated areas on an outline world map and state several factors influencing such distribution.
- research the causes of migration. (Consider both immigration and emigration.)
- research the immigration restrictions imposed by countries and consider the implications.
- Outline the relationship between the population density and the environment and economy of an area(s).

Attitude and Value Objectives. The student should be able to:

- discuss the pros and cons of migration as a solution to population redistribution.
- discuss the strengths and weaknesses of Canada's immigration laws... the immigration laws of other countries.
- discuss the impact of the annual population increase on the quality of life in specific countries.

Social Participation Objectives. The student should be able to:

- prepare (in small groups) and present to the class brief debates or arguments on various topics related to the causes of world population distribution problems and suggested solutions.

TOPIC 2: WORLD POPULATION GROWTH

Knowledge Objectives. The student should be able to:

- define "population growth rate" and explain what it means in terms of "doubling time."
- recognize and explain reasons for historic patterns of population growth.
- explain how and why the population growth rate differs among the developed, developing, and least developed countries. (Consider specific examples.)
- explain what is meant by "demographic transition" and relate it to the developed and developing countries.
- recognize the main ideas of major theories about population growth.

Thinking and Research Skills Objectives. The student should be able to:

- research and illustrate graphically the growth in world population since the first century.
- research what is meant by overpopulation and analyze this concept with reference to the developed and developing countries.
- compare population pyramids of the developed, developing, and least developed countries and interpret each with reference to shape and population age structure, and draw several conclusions about the differences observed.

Attitude and Value Objectives. The student should be able to:

- discuss and evaluate present causes and symptoms of the population growth in different countries.
- discuss to what extent technology has had or is having an effect on population growth both in the developed and developing countries.
- share views on whether a government should or should not have the right to enact population control legislation.
- discuss how the role of religions and political and economic systems may influence population growth. (Consider the relationship between the population growth and the wealth of a society.)

Social Participation Objectives. The student should be able to:

- prepare and present various group projects related to population growth and/or control. (Consider areas such as: human rights, population policies in different countries, economic growth, immigration, refugees, etc.)

TOPIC 3: THE PRESENT CHALLENGES

Knowledge Objectives. The student should be able to:

- recognize the relationships between an increasing world population and the economy and the environment.
- define the term "aboriginal peoples" and consider their locations, land claims, common concerns, and pressures from dominant groups.
- define the term "standard of living" and distinguish it from the term "quality of life."
- recognize the relationship between economic development and population growth.

Thinking and Research Skills Objectives. The student should be able to:

- research the effects of an increasing population on the environment and the economy of developed countries, developing countries, and least developed countries.
- research how and why a specific group of aborigines has retained a traditional culture and land relationship.
- compare and contrast the standard of living and the state of the environment of developed countries with developing countries.
- research sustainable development actions taken by countries to reduce the environmental impact of an increasing population and its demands. (Consider how countries with large populations are coping with that phenomenon.)

Attitude and Value Objectives. The student should be able to:

- discuss the statement "all countries should institute policies by which they would strive to increase their standard of living to that of countries with the highest level."
- discuss and assess the changes affecting aboriginal peoples and consider the implications for aboriginal peoples for the past, present, and future. (Consider such factors as integration, separation, and assimilation.)
- suggest and discuss alternative ways of reducing the environmental impact of an increasing world population and its demands.
- discuss to what extent the present population and its annual increase can be sustained.

Social Participation Objectives. The student should be able to:

- research and prepare brief papers in small groups on the challenges created by the growing world population and share these with the class. (Consider areas such as human rights, population policies in different countries, implementing sustainable development policies, immigration, refugees, etc.)

OR

- interview people who are knowledgeable about a specific aboriginal group and present a summary of research results to the class.

OR

- organize an aboriginal awareness day for the class or for the whole school.

OR

- develop (in a small group) a response demonstrating how the linkages between the economy and the environment affect population growth.

UNIT III: WORLD FOOD SUPPLY: PRODUCTION AND DISTRIBUTION

UNIT III OVERVIEW

Theme: Producing and distributing an adequate food supply for the world's growing population through agriculture, fishing, and aquaculture creates unique challenges for developed, developing, and least developed countries.

This unit explores the various methods of increasing and sustaining food production and distribution through environmentally sound principles, in the context of an expanding world population. The challenges confronting the developed, developing, and least developed countries of the world in this endeavour are also examined in this unit.

(Suggested time: 5 weeks)

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Food from the Land: Agriculture

   - What is the primary purpose of agriculture? (Consider questions such as: What are the key food crops grown? Where are they concentrated?)

   - Where is agriculture practiced? (Consider physical, economic, and settlement factors as well as social, cultural, and political factors.)

   - Why is there generally an insufficient food supply in some developing countries but an overabundance in the developed countries? What are the implications? (Consider population numbers, economic and political systems, natural resources, technology, agricultural methods, diet, nutrition, etc.)

   - What are the major problems facing farmers in developed countries?...in developing countries?...in least developed countries? (Consider land use, soil management, subsistence agriculture, multinational corporations, markets, technology, etc.)

   - What methods have been or are being tried to increase agricultural food production? With what success? (Consider the "green revolution," pesticides, fertilizers, genetic breeding, cultural preferences, sustainable agriculture, etc.)

   - To what extent can agricultural food production be increased in the forseeable future? Would this increase be sufficient to feed the increasing world population? Is the problem an inability to produce sufficient food or to buy food?

2. Food from Water: Fishing and Aquaculture

   - What role does fishing play in supplying food for developed and developing countries? What fishing methods are currently being used? What are the implications?

   - What is aquaculture? To what extent is aquaculture able to supply food for an increasing world population?

3. Food from Other Sources: Technological Development

   - What alternative methods are there for producing food? To what extent will these sources be able to supply food for an increasing world population?

4. The Present Challenges

   - What conclusions can be drawn if present trends in food production and population growth continue? (Consider the extent to which hunger is related to food production and/or the ability to buy food.)

   - How should the present trends in food production be altered to implement the principles and guidelines of sustainable development?

TOPIC 1: FOOD FROM THE LAND: AGRICULTURE

Knowledge Objectives. The student should be able to:

. recognize the primary purpose of agriculture and list the key traditional food crops grown.

. recognize the linkage between soils, water, and the capability to produce food.

. recognize locations suitable for agriculture.

. identify the various types of agriculture and agricultural techniques currently practiced in the world and briefly explain each. (Consider environmentally sound and sustainable techniques.)

. recognize that there generally is an overabundance of food in developed countries but an insufficient food supply in the developing countries, especially in the least developed countries.

. identify the major problems facing farmers in developed and developing countries. (Consider government involvement, the importance of protecting wild plant species, trade subsidies, soil degradation, food prices, urban-rural conflicts, etc.)

Thinking and Research Skills Objectives. The student should be able to:

. research and then mark the main agricultural regions on an outline map of the world.

- outline the concerns associated with unequal food distribution throughout the world and research the implications.

- research and summarize the factors contributing to the present concerns facing farmers in developed countries...in developing countries. (Consider land use conflicts, attitude of government, decision-making processes, food aid, etc.)

Attitude and Value Objectives. The student should be able to:

- evaluate the success of various attempted methods of increasing sustainable agricultural food production in different parts of the world.

- share personal views on the extent to which sustainable agricultural food production can be increased to feed the increasing world population for the foreseeable future.

- share and discuss current newspaper articles on concerns facing farmers and evaluate these concerns.

Social Participation Objectives. The student should be able to:

- develop (in small groups) visual displays and brief descriptions of sustainable development methods used to grow crops such as wheat, rice, and corn throughout the world.

- prepare and present a project analyzing the implications of food aid both for the sending country and for the receiving country.

TOPIC 2: FOOD FROM WATER: FISHING AND AQUACULTURE

Knowledge Objectives. The student should be able to:

- define aquaculture and identify various forms of aquaculture. (Consider seaweed beds, lobster, oyster, and fish farming, etc.)

- identify problems associated with the fishing industry in different parts of the world. (Consider the effects of overfishing on the economy.)

Thinking and Research Skills Objectives. The student should be able to:

- research the role that fishing plays in supplying food for developed countries...for developing countries.

- compare and contrast various methods currently used for catching fish and the implications of these methods. (Consider how sustainable these methods are.)

Attitude and Value Objectives. The student should be able to:

- discuss to what extent sustainable aquaculture and fishing are solutions to feeding an increasing world population.

Social Participation Objectives. The student should be able to:

- research and outline menus featuring meals prepared from foods not usually part of his/her own culture and share aspects of these with the class.

OR

- research and outline (in small groups) an aspect of sustainable fishing and/or sustainable aquaculture. Briefly share significant findings with the class.

TOPIC 3: FOOD FROM OTHER SOURCES: TECHNOLOGICAL DEVELOPMENT

Knowledge Objectives. The student should be able to:

- recognize to what extent alternatives to agriculture, fishing, and aqualculture can increase the food supply at the present time. (Consider synthetic foods, soybean burgers, hydroponics, etc.)

Thinking and Research Skills Objectives. The student should be able to:

- research sustainable alternatives to agriculture, fishing, and aquaculture for producing significant quantities of food.

Attitude and Value Objectives. The student should be able to:

- discuss the pros and cons of increasing food production from "other sustainable alternatives."

Social Participation Objectives. The student should be able to:

- prepare and carry out a survey about alternative food production methods in the local community and briefly share significant findings.

TOPIC 4: THE PRESENT CHALLENGES

Knowledge Objectives. The student should be able to:

- identify the impact on the environment, economy, and governments if the present trends in food production (through agriculture, fishing, and aquaculture) continue.

Thinking and Research Skills Objectives. The student should be able to:

- research how the present trends in food production would have to be altered if the concepts of sustainable development were applied.

Attitude and Value Objectives. The student should be able to:

- discuss the implications of implementing the concepts of sustainable development in the production of food in the local community, in Canada, and in other countries.

- discuss the factors which will encourage personal implementation of the principles and guidelines of sustainable development.

UNIT IV: WORLD RESOURCES, ENERGY, AND ENVIRONMENT

UNIT IV OVERVIEW

Theme: Sustainable development of the world's resources and energy sources in the context of ever-changing environmental, economic, and technological challenges.

This unit addresses the question of what a resource is, examines the demand for and distribution and management of resources, and explores the interdependence created among the nations of the world as a result of resource distribution and demands.

In addition, this unit examines trends in producing, managing, and conserving present and future renewable and non-renewable forms of energy in the developed, developing, and less developed countries of the world.

(Suggested time: 5 weeks)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. World Resources: Distribution and Demands

   - What is a resource? What is its purpose? What resources are considered essential today? Why? (Consider sustainable yields, renewable and non-renewable resources, finite and infinite resources.)

   - Where are major "resource-rich" areas located?...major "resource-poor" areas located? How do they differ? (Consider specific examples.)

   - How does the demand for resources affect the interdependence among countries? (Consider the role of trade and trade agreements, tariffs, exports, imports, multinationals, shortages, etc.)

   - How does the increased demand for resources affect the environment and the economy? Who should manage resource development in a country?

   - Who should own the resources in international waters? Why?

2. World Energy: Present Status and Future Prospects

   - What is energy? What is the relationship between energy and power?

   - Why is energy so important today in developed and developing countries? How is the quality of life affected? (Consider the importance of energy to agriculture, industry, transportation, heating, recreation, entertainment, the economy in general, etc.)

- What are the common forms of energy used today in developed and developing countries? Which ones are of the greatest importance? ...of lesser importance? How have energy sources changed over time? (Consider renewable, non-renewable, finite, and infinite forms of energy.)

- How does energy consumption compare between developed and developing countries? What are the implications? What changes have occurred recently?

- Where are the reserves of the important energy sources? What are the implications? What are the problems associated with depending heavily on one energy source?

- What are the benefits and problems associated with various energy forms? (Consider: oil, coals, hydro, nuclear energy, price fluctuation, politics, balance of power, pollution, waste disposal, distribution, marketing, consumption, cartels, etc.)

- What alternative energy sources are being researched today? With what success? What predictions can be made about the future with respect to energy?

3. The Present Challenges

- What conclusions can be drawn if present trends in resource and energy development continue? (Consider also issues raised in Unit II.)

- What changes need to be made in energy production and consumption in order to implement the principles and guidelines of sustainable development? (Consider questions such as: How is the environment being misused? What actions have been taken or are being taken to reduce environmental degradation? What international problems does pollution create? To what extent can they be resolved? How may the economies be affected?)

TOPIC 1: WORLD RESOURCES: DISTRIBUTION AND DEMANDS

Knowledge Objectives. The student should be able to:

. define what is meant by a resource and recognize that the value of a resource changes over time.

. identify a number of resources considered to be essential today.

. recognize the impact of resource development on the environment and the economy.

. explain the distinction between renewable and non-renewable resources ...finite and infinite resources.

. recognize what the implications are for a clean environment.

Thinking and Research Skills Objectives. The student should be able to:

- research and then locate on an outline map the resource-rich areas of the world...the resource-poor areas of the world.
- research the status of "ownership" of resources in international waters and outline some conclusions.
- analyze the relationship between developed and developing countries in the context of resources.

Attitude and Value Objectives. The student should be able to:

- discuss how regions are affected by the discovery and development of an important resource.
- discuss the factors which give value to resources.
- discuss the interdependence among nations resulting from the unequal distribution of resources in the world.
- discuss who should develop and manage the resources of a country. (Consider public versus private ownership.)

Social Participation Objectives. The student should be able to:

- prepare (in groups) bulletin board display charts and graphs which illustrate various world resources in terms of distribution and demands, and share significant findings with the class.

TOPIC 2: WORLD ENERGY: PRESENT STATUS AND FUTURE PROSPECTS

Knowledge Objectives. The student should be able to:

- explain what energy is and describe the relationship between energy and power.
- recognize the role of energy in the economies of developed and developing countries.
- identify the common forms of energy used today in developed and developing countries.

Thinking and Research Skills Objectives. The student should be able to:

- research and chart how energy production and consumption compare among countries with significant production and/or consumption and draw some conclusions from this information.
- outline how energy sources and their value have changed over time.

- locate on a world outline map areas where important reserves of energy sources are located.

- research what is being done to make alternative energy sources available and summarize what their success might be.

- research the relationship between the price of, demand for, and availability of energy.

Attitude and Value Objectives. The student should be able to:

- discuss the advantages and disadvantages of different forms of energy from an economic and environmental perspective.

- discuss how the availability of energy sources affects the quality of life in various countries.

- discuss the interdependence of countries resulting from energy-related concerns.

- discuss the problems associated with depending heavily on a single energy source.

- discuss energy sources that could become available in the future and assess their potential.

- predict future scenarios with reference to energy consumption and production.

Social Participation Objectives. The student should be able to:

- research (in groups) various alternative energy sources presently being considered and evaluate them in terms of practical and possible uses in the future. Share significant findings with the class.

TOPIC 3: THE PRESENT CHALLENGES

Knowledge Objectives. The student should be able to:

- explain and give examples to illustrate each of the following terms: pollution, environmental degradation, environmental sensitive areas, resource exploitation, sustainable resource development.

- recognize the international impact associated with activities that create pollution problems.

- recognize what the implications are for promoting a sustainable environment. (Consider the rules/regulations, or lack thereof, of different countries related to developing a sustainable environment.)

. identify the impact on the environment and the economy if the present trends in energy production continue...in energy consumption continue.

Thinking and Research Skills Objectives. The student should be able to:

. research how an increase in resource development may affect the economy and the environment.

. research how present trends in energy production and consumption may have to be altered if the principles and guidelines of sustainable development are fully implemented and adhered to.

. summarize actions which have been taken or are being taken to implement sustainable development principles and guidelines.

Attitude and Value Objectives. The student should be able to:

. discuss the various ways in which the environment is being misused through resource development and use. (Include local, provincial, national, and international examples.)

. discuss whose responsibility it is to manage the environment.

. discuss to what extent technology may be able to eliminate major pollution problems.

. discuss the implication of hazardous chemical use in the developed world...developing world. (Consider the existing regulations and their adequacy.)

. discuss the implications of implementing the principles and guidelines of sustainable development in energy production and consumption to the local community, Canada, and other countries.

Social Participation Objectives. The student should be able to:

. prepare (in small groups) a project related to the environment. For example:
  - gather a variety of songs with a message about the misuse of the environment or cleaning up the environment. (Outline the message of each song);
  - organize an "environment awareness day" in the school;
  - prepare a skit or a play on an environment issue;
  - prepare a brochure encouraging the local community to create a better environment;
  - prepare a list of the "top 10" environmental concerns and give some indication of how they should be dealt with;
  - interview someone involved in hazardous waste management and find out what the concerns and possible solutions are;
  - prepare a sustainable development brochure for the local community.

"How is sustainability incorporated into economic activities?"

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UNIT V: WORLD INDUSTRIALIZATION AND URBANIZATION

UNIT V OVERVIEW

Theme: The present status, trends, characteristics, and impact of industrialization and urbanization in the world.

This unit examines two major trends in the world today: increasing industrialization and urbanization. Students examine what is meant by these terms, how and why these trends came about, their relationship to each other and the environment, and the challenges they present to the developed, developing, and least developed countries of the world.

(Suggested time: 5 weeks)

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Industrialization: Present Status and Impact

   - What is industrialization? (Consider questions such as: Where does it occur? Why? Where is it concentrated? Why do countries want to become industrialized? What are the benefits?)

   - What was the industrial revolution? What was its impact on the world? (Optional)

   - What factors are necessary for industrialization to occur? (Consider questions such as: What are the different types/kinds of industry? How does industrialization affect such factors as demography, settlement, and land use? What changes are occurring in heavily industrialized areas? What environments favour new industrialization?)

   - What impact have multinationals had on industrialization? (Consider questions such as: How does industrialization affect the quality of life of a country? How do multinationals affect the interdependence of countries?)

   - How does industrialization differ between developed countries and developing countries? What are the implications? (Consider transporation and trade factors as well.)

   - What problems are associated with industrialization? What benefits are associated with industrialization? (Consider economic, environmental, and societal factors.)

2. Urbanization: Present Status and Impact

   - What is urbanization? (Consider questions such as: Where is it concentrated? Why do urban areas attract people? How is the quality of life affected by urbanization?)

- What factors cause urban areas to develop?...to grow?...to be limited in growth? (Consider economic, physical, cultural, industrial, and environmental factors.)

- What are the functions of urban areas? (Consider questions such as: How do cities develop? How is the organizational structure of urban areas generally similar?)

- What problems are related to urbanization? (Consider factors such as land use, environmental concerns, economic impact, societal effects, supply of necessary services, transportation, trend to world urbanization, relationship between urban and rural areas, etc.)

- What is the historical connection between industrialization and urbanization? What are the implications?

3. The Present Challenges

- What conclusions can be drawn if present trends in industrialization continue?...in urbanization continue?

- How would the present trends in industrialization need to be altered to implement the principles and guidelines of sustainable development?

- How would the present trends in urbanization need to be altered to implement the principles and guidelines of sustainable development?

TOPIC 1: INDUSTRIALIZATION: PRESENT STATUS AND IMPACT

Knowledge Objectives. The student should be able to:

. explain what is meant by the terms "industrialization" and "sustainable industrialization". (Consider how they differ.)

. identify the different types of industry and illustrate each with examples.

. recognize how industrialization differs within countries as well as among countries. (Consider why some countries are industrialized and others are not.)

Thinking and Research Skills Objectives. The student should be able to:

. mark the major industrialized areas of the world on an outline map.

. summarize the impact of the industrial revolution on society.

. research and outline the factors necessary for industrialization to occur, and prepare a brief summary of how industrialization affects demography, settlement, land use, the environment, and the economy.

- compare and contrast industrialization in developed countries with developing countries.

- research and briefly outline economic, environmental, and societal benefits and problems associated with industrialization.

Attitude and Value Objectives. The student should be able to:

- discuss the advantages and disadvantages of industrialization on the quality of life in a region or country. (Consider the changes that could occur if the principles and guidelines of sustainable development were followed.)

- discuss the influence that multinationals have on industrialization. (Consider why multinationals locate in other countries. What is the relationship between multinationals and the countries in which they became established?)

- discuss the advant[illegible] and disadvantages of sustainable industrialization in a g[illegible]a or region.

- discuss the factors that slow down sustainable industrialization. (Consider the implications of no economic growth, slow economic growth, etc.)

- discuss the implications of technological effects on industry...on the way people live.

Social Participation Objectives. The student should be able to:

- develop (in small groups) guidelines for a multinational corporation preparing to establish itself in a host country, or negotiate an agreement between a multinational corporation and a host country in which a multinational wants to establish economic activity.

- develop a brochure for an environmentally sensitive multinational corporation wishing to establish itself in Canada.

TOPIC 2: URBANIZATION: PRESENT STATUS AND IMPACT

Knowledge Objectives. The student should be able to:

- explain what is meant by urbanization.

- identify the various functions of cities and illustrate with specific examples.

- recognize how urbanization differs within countries as well as among countries.

Thinking and Research Skills Objectives. The student should be able to:

- locate the major urban areas on a world outline map and draw some conclusions from this information.

- research the factors which cause urban areas to develop and grow. (Consider physical, economic, political, social, cultural, and environmental factors.)

- diagram the structure of urban areas. (Consider central business district (CBD), residential, industrial, and park areas. How would a diagram of a sustainable urban area differ?)

- examine the historical connection between industrialization and urbanization.

Attitude and Value Objectives. The student should be able to:

- discuss the advantages and disadvantages of urbanization with respect to quality of life. (Consider whether cities can become too large.)

- discuss why urban areas attract people. (Consider the impact on rural areas as well.)

- discuss the problems related to urbanization.

Social Participation Objectives. The student should be able to:

- plan and carry out a field trip to a section of an urban area (e.g., Main Street) and prepare a report for the city/town council outlining recommendations.

- prepare a brochure (in a small group) outlining the benefits and advantages of living in a particular city. (Each group chooses a particular city.)

- develop a brief research paper (in a small group) comparing certain aspects of North American cities with European, South American, Asian, African, or Australian cities.

TOPIC 3: THE PRESENT CHALLENGES

Knowledge Objectives. The student should be able to:

- identify the impact on the environment and the economy if the present trends in industrialization continue...trends in urbanization continue.

Thinking and Research Skills Objectives. The student should be able to:

- outline how present trends in industrialization and urbanization would have to be altered if the principles and guidelines of sustainable development were implemented.

Attitude and Value Objectives. The student should be able to:

- discuss the implications of applying the principles and guidelines of sustainable development to industrialization for the local community, Canada, and other countries.

- discuss the implications of applying the principles and guidelines of sustainable development to urbanization for the local community, Canada, and other other countries.

- discuss (in a group) the extent to which they as a group are prepared to have the principles and guidelines of sustainable development implemented with reference to sustainable industrialization...to sustainable urbanization.

UNIT VI: WORLD INTERDEPENDENCE

UNIT VI OVERVIEW

Theme: World interdependence and its implications for the developed, developing, and least developed countries.

This unit examines the various ways in which the countries and regions of the world are becoming increasingly interdependent with changing technology.

(Suggested time: 3 weeks)

UNIT VI TOPICS AND FOCUSING QUESTIONS

1. World Interdependence

   - How are countries interdependent? What has caused the interdependence? What are the implications? (Consider examples from the following: communication, trade, migration of people, foreign aid, multinational corporations, resources, information explosion, international organizations, conflict and protection, ideology, development, environment, tourism.)

   - Who and what promotes increasing interdependence? Why? What are the implications? (Consider the role of governments, international organizations, multinational corporations, etc. in the context of changing technology.)

   - Is greater interdependence "good" or "bad"? (Consider geographic factors from the perspective of the developed as well as the developing countries and the role that sustainable development might have.)

TOPIC 1: WORLD INTERDEPENDENCE

Knowledge Objectives. The student should be able to:

. define interdependence.

. outline factors which have promoted greater interdependence among countries.

Thinking and Research Skills Objectives. The student should be able to:

. analyze why countries are becoming more interdependent.

. research the implications of countries becoming more interdependent.

Attitude and Value Objectives. The student should be able to:

. discuss the pros and cons of greater world interdependence.

Social Participation Objectives. The student should be able to:

. prepare a group project developing a topic similar to the following:

- "No country exists in a state of total isolation and economic self-sufficiency."
- "The world is becoming more and more like a global village."

RESOURCES

SUGGESTED LEARNING RESOURCES

Preface

The suggested learning resources have been selected to provide support materials for teachers and students. The listing is not intended to be comprehensive.

1.0 Manitoba Textbook Bureau Catalogue

Teachers should note two sections:

1.1 Senior Years 9-12 Teacher Reference Materials.

This section lists social studies teacher reference materials. It is updated each year.

1.2 Geography 300/301 - World Geography: A Human Perspective.

This section lists approved resources, teachers guides, atlases, and recommended supplementary resources. Any new resources are added each year.

2.0 World Maps and Environment Atlases

2.1 A Developing World Map. Hull, PQ: Canadian International Development Agency.

Updated periodically, this map gives the following information: population of each country, gross national product, life expectancy, principal exports, classification of countries into developed countries, developing countries, least developed countries. The map includes the following charts as well: access to safe water; literacy; urbanization-largest cities; immunization, mortality rate.

This map is available, free of charge, from the Public Affairs Branch, CIDA, 200 Promenade, Hull, Quebec, K1A 0G4, Telephone (819) 997-6100.

2.2 Global Reference Chart Map. Available from Canada and the World, P.O. Box 7004, Oakville, ON., L6J 6L5.

The Global Reference Chart, which is updated periodically, gives the following information for each country: government system, leader, international organization to which it belongs, population, life expectancy, natural population increase, quality of life index, gross domestic product, per capita income, key economic activities.

2.3 Atlas of the Environment. (1990). New York: Prentice-Hall Press. ISBN 0-113-050436-X. Available from Prentice-Hall, 1870 Birchmount Road, Scarborough, Ontario, M1P 2J7, Telephone (416) 293-3621, or by special order through the Manitoba Textbook Bureau.

This atlas covers topics such as: land use, population growth, urban revolution, food production and consumption, drinking water and sanitation, GNP, industrialization, development, indigenous people, tropical forest destruction, acid rain, fossil fuel resource, nuclear energy, renewable energy resources, major conservation efforts, world's fisheries, minerals of the seas.

2.4 Gaia: An Atlas of Planet Management (1984). New York: Anchor Press, Doubleday and Company Inc. ISBN-0-385-19072-7.

Available from Canadian News Company Ltd., 1530 Erin Street, Winnipeg, Manitoba, R3E 3K5, or by special order through the Manitoba Textbook Bureau.

This atlas covers topics such as: land potential, crisis, management; ocean potential, crisis, management; elements potential, crisis, management; humankind potential, crisis, management.

3.0 Magazines

For an extensive listing of Canadian magazines, refer to the Canadian Periodical Publishers' Association Catalogue published annually. It is available from the Canadian Periodical Publishers' Association, 54 Wolseley Street, Toronto, Ontario, M5T 1A5.

3.1 Canada and the World, P.O. Box 7004, Oakville, Ontario, L6J 6L5, and the New Internationalist, 70 Bond Street, Suite 500, Toronto, Ontario, M5B 9Z9, are two magazines that cover many of the topics included in this course.

4.0 Publications and Other Resources

4.1 The Common Heritage Programme available from Suite 300-200 Isabella Street, Ottawa, Ontario, K1S 1V7, Telephone (613) 235-7205.

The Common Heritage Programme is a Canadian not-for-profit organization developing materials in the field of global education. The following materials are available from: E.D.I.T. (Environment and Development Issues and Trends):

File 1 The Vanishing Forests: causes and effects, decision for the future, issues in Canada.
File 2 Harvest of Sand: desertification and land degradation.
File 3 Indigenous Peoples: cultural survival and adaptation.
File 4 The World's Resources: questions of ownership and management.
File 5 The New Migrations of People: balancing control and compassion.
File 6 Today's Pollution Dilemma: industry and the environment.
File 8 Energy and Development: planning for growth and conservation.
File 9 Wilderness and Wildlife: issues of conservation and preservation.

File 10 Environment First: the idea of sustainable development.
File 12 The Future of Work: the global unemployment crisis, the changing world of work.
File 14 Freshwater: issues of concern and conservation.
File 16 The Question of Climate Change: issues related to global warming.

The E.D.I.T. file system is a regularly updated information service. The files assist teachers and students to explore the causes and effects of issues and to discuss possible solutions.

4.2 International Economic Development: What Path? What Future? (1990). Toronto, ON: Canadian Foundation for Economic Education.

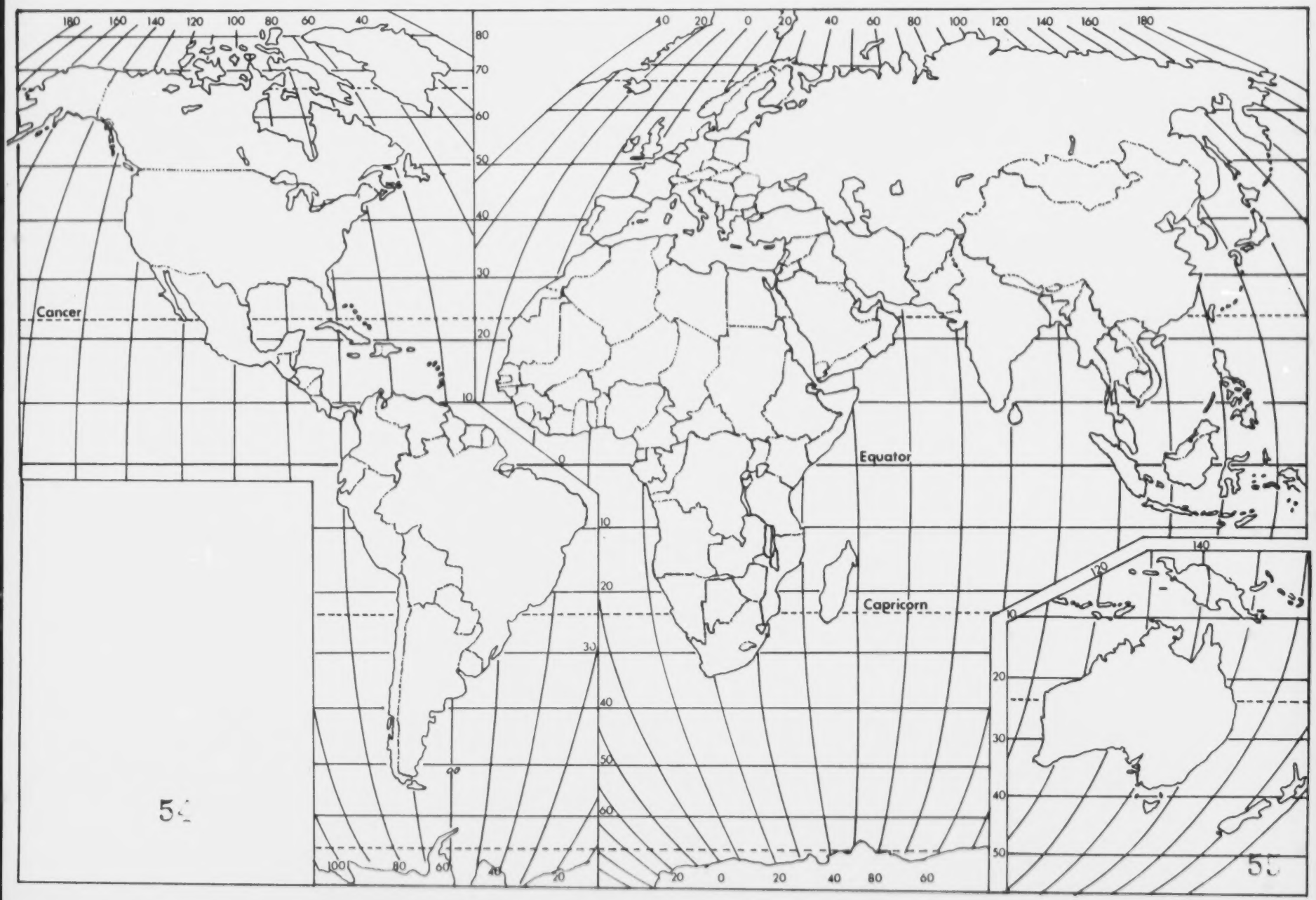
Available from Canadian Foundation for Economic Education, 2 St. Clair West, Suite 501, Toronto, Ontario, M4V 1L5, Telephone (416) 968-2236.

Chapter titles include: What is Economic Development?; Measuring Economic Development; Profile of the World Today; Problems Facing Developing Countries; Factors that Encourage Economic Development; Case Studies of Economic Development; Canada's Role in Affecting International Economic Development; The Changing World Today.

4.3 Our Common Future. The World Commission on Environment and Development. (1987). Don Mills, ON: Oxford University Press. ISBN 0-19-282080-X. This book is as appropriate resource on sustainable development. It is available from Oxford University Press, 70 Wynford Drive, Don Mills, Ontario, M3C 1J9, or through special order from the Manitoba Textbook Bureau Catalogue.

The principles and guidelines on sustainable development for Manitoba are available from the Executive Director, Sustainable Development, 305-155 Carlton Street, Winnipeg, Manitoba, R3C 3H7, Telephone 945-0110.

OUTLINE MAPS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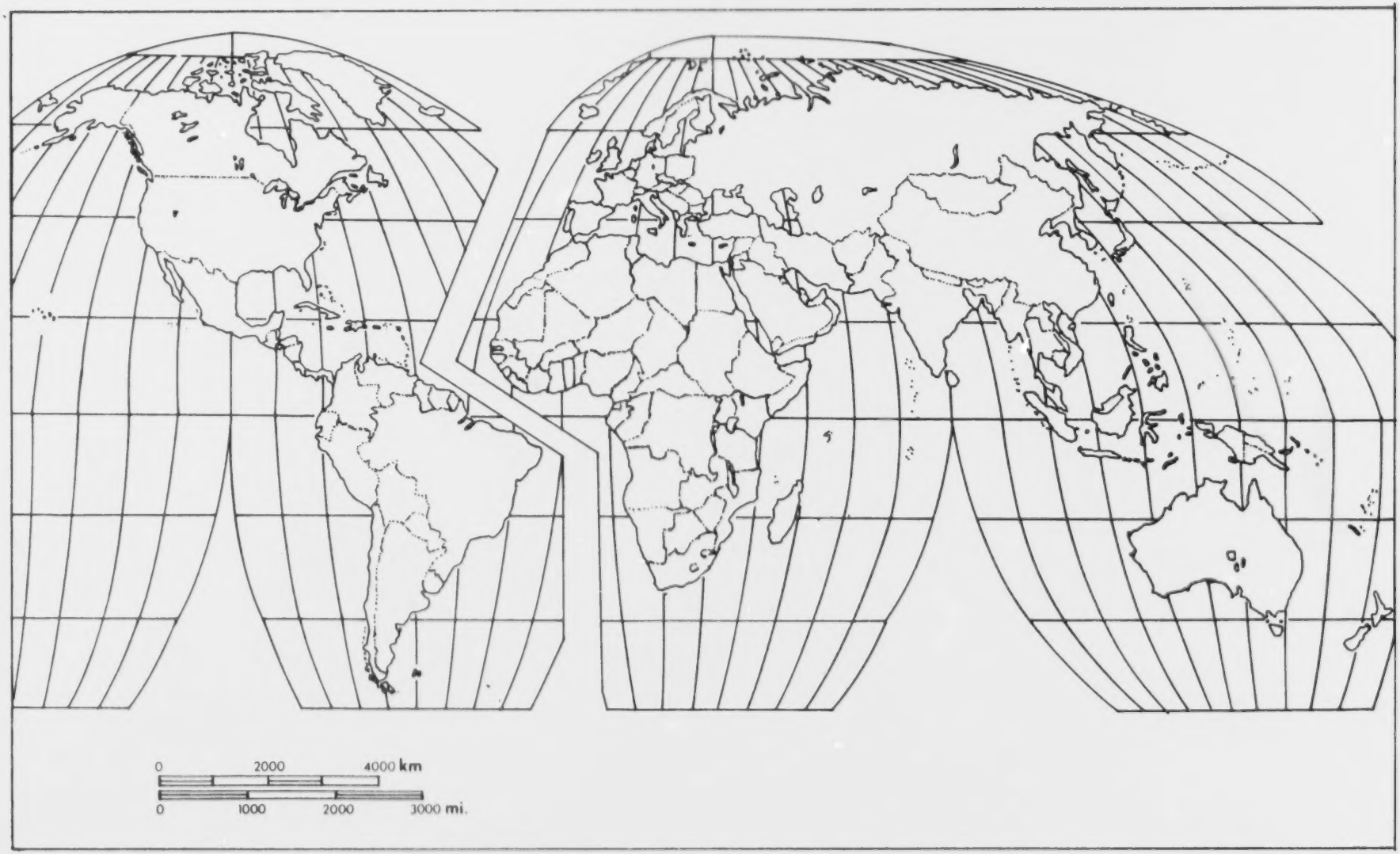
Equator
Capricorn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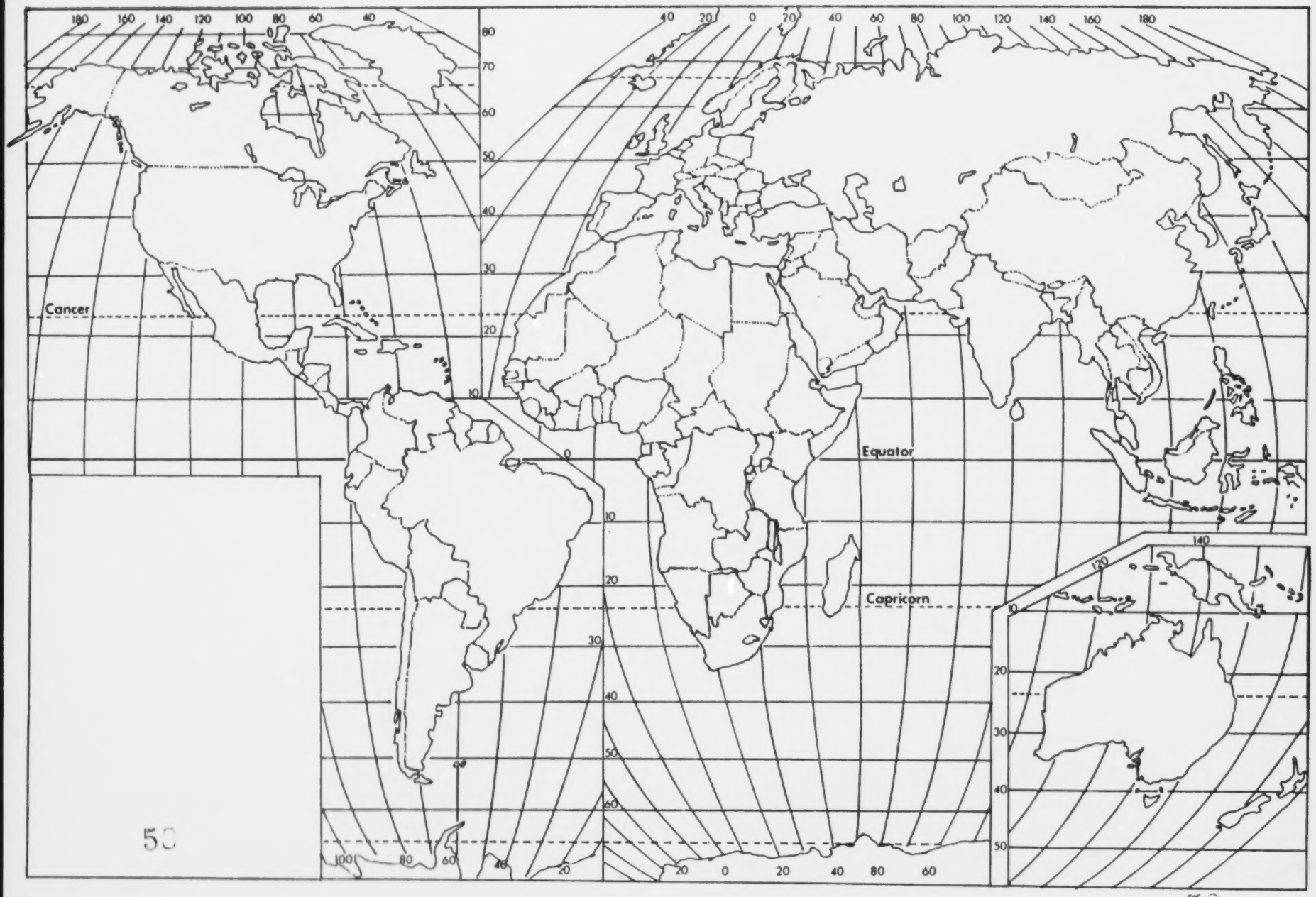
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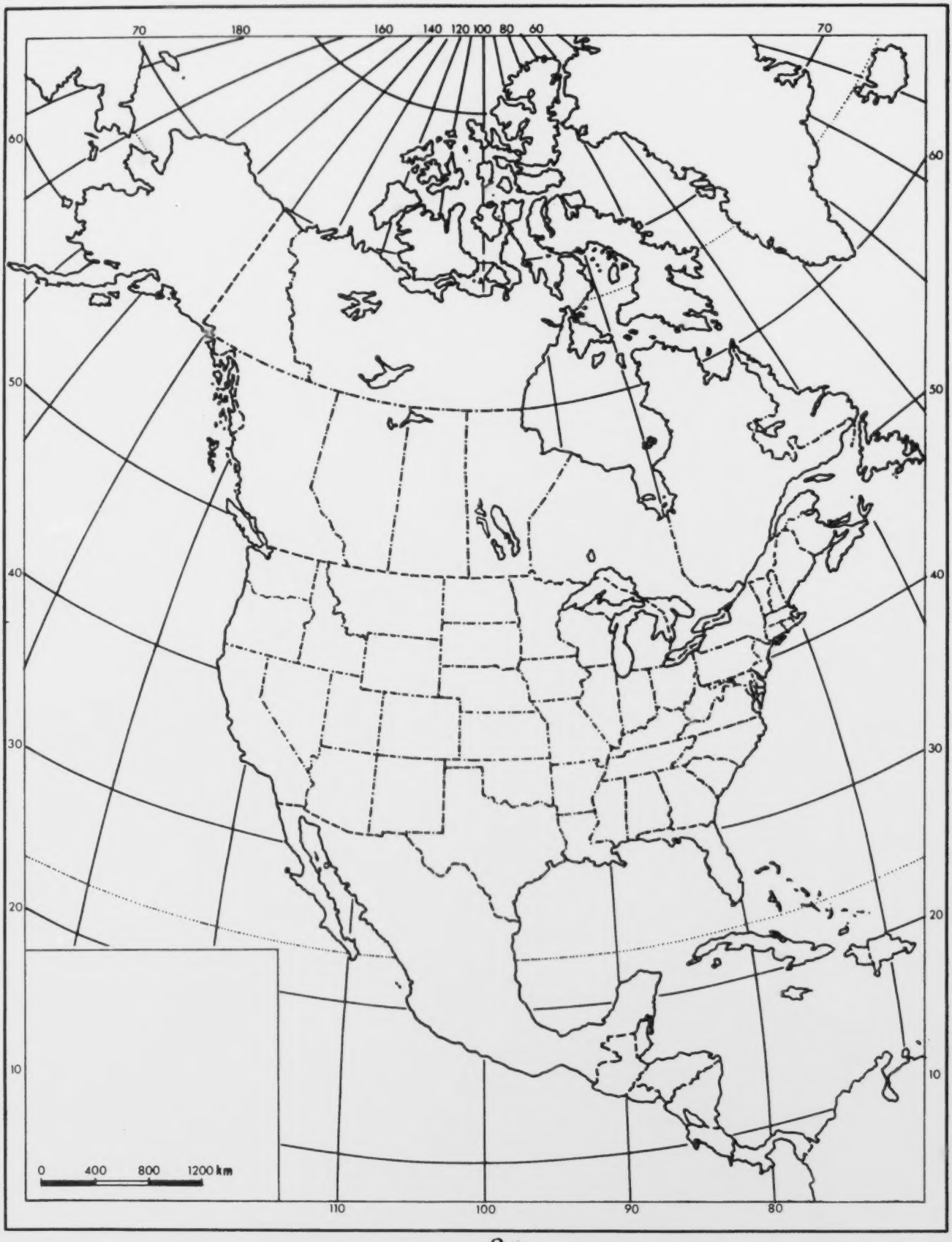
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800
1200 km

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1200 km

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10
20
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Tropic of Capricorn
LEGEND
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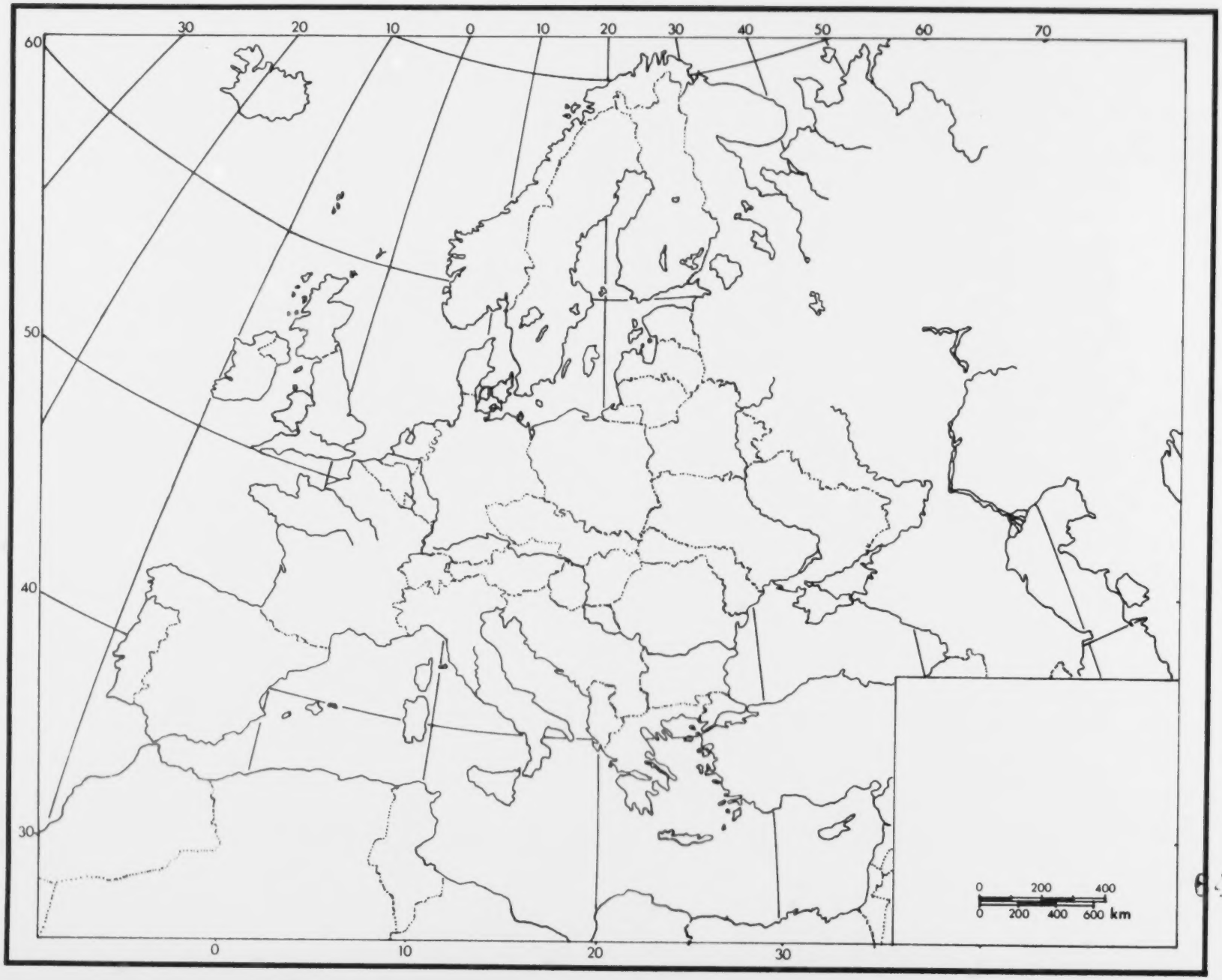
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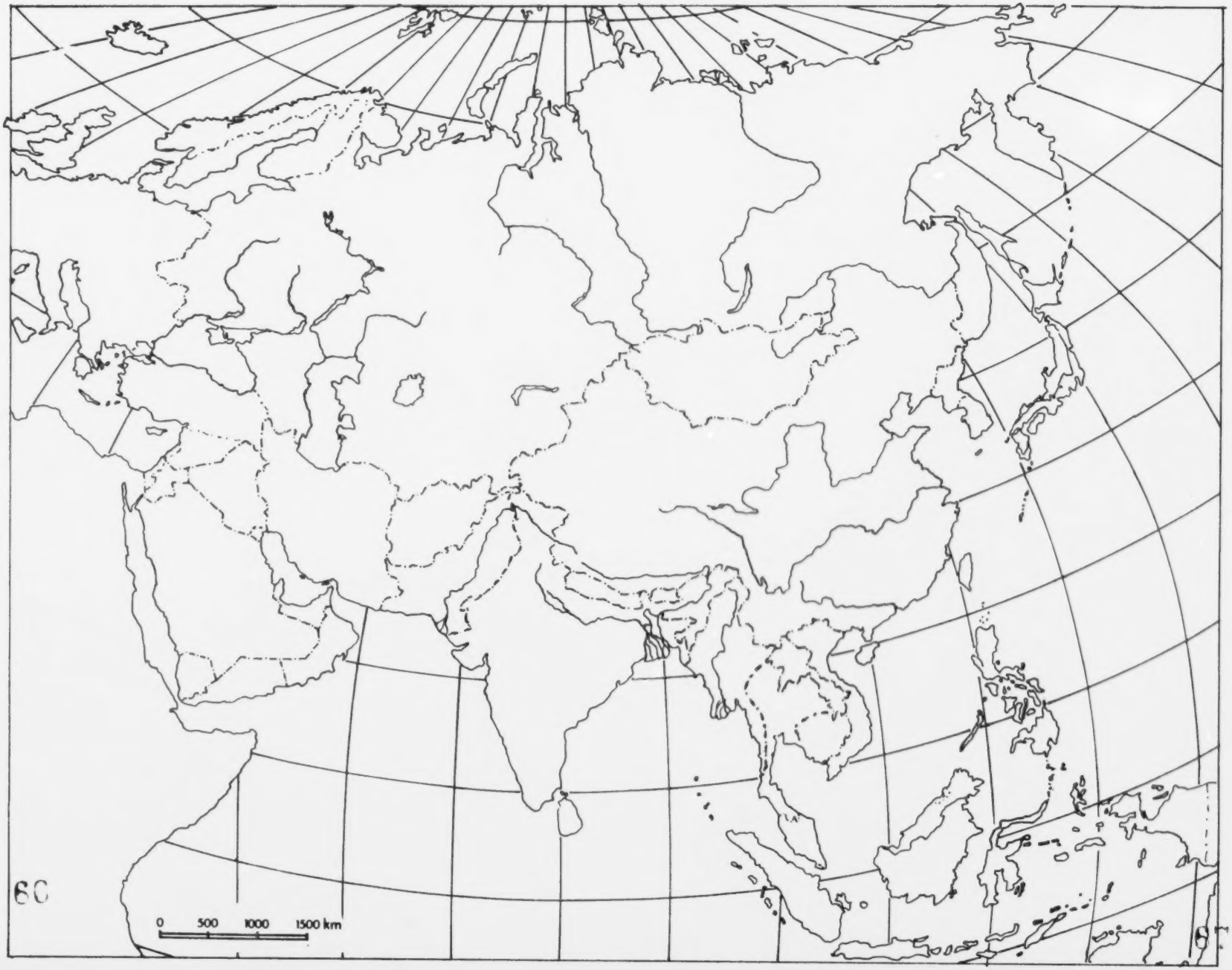
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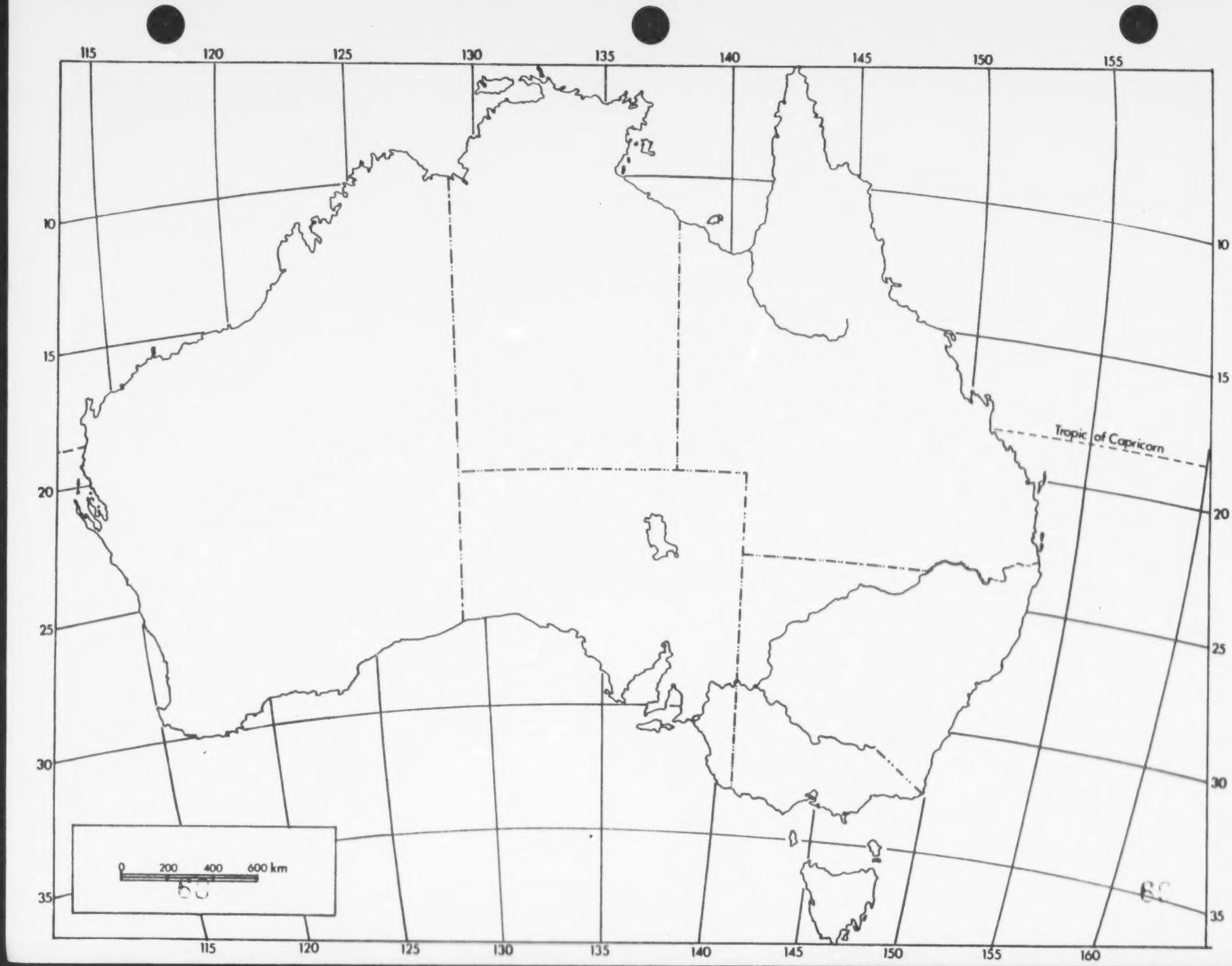
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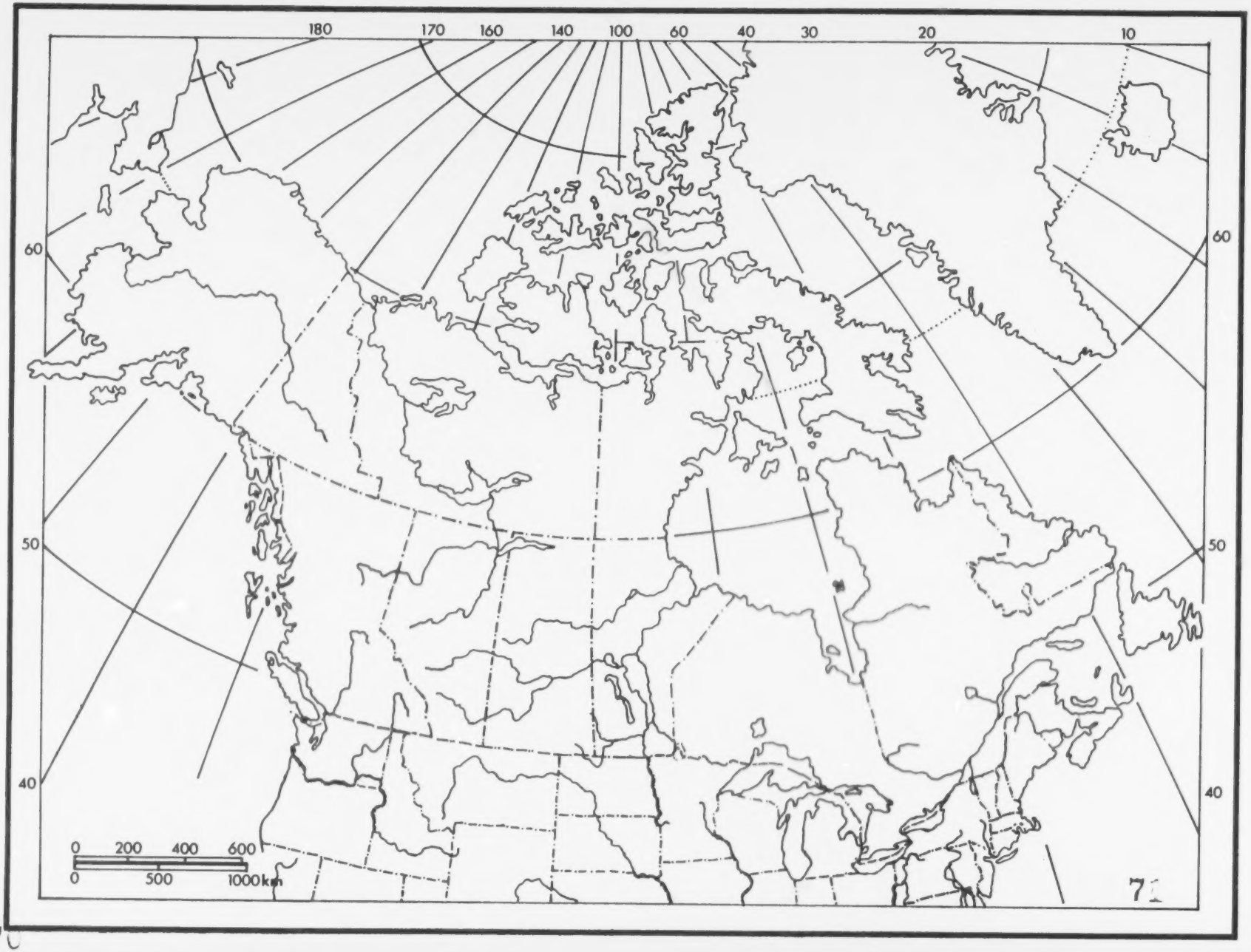
35
Tropic of Capricorn
200
400
600 km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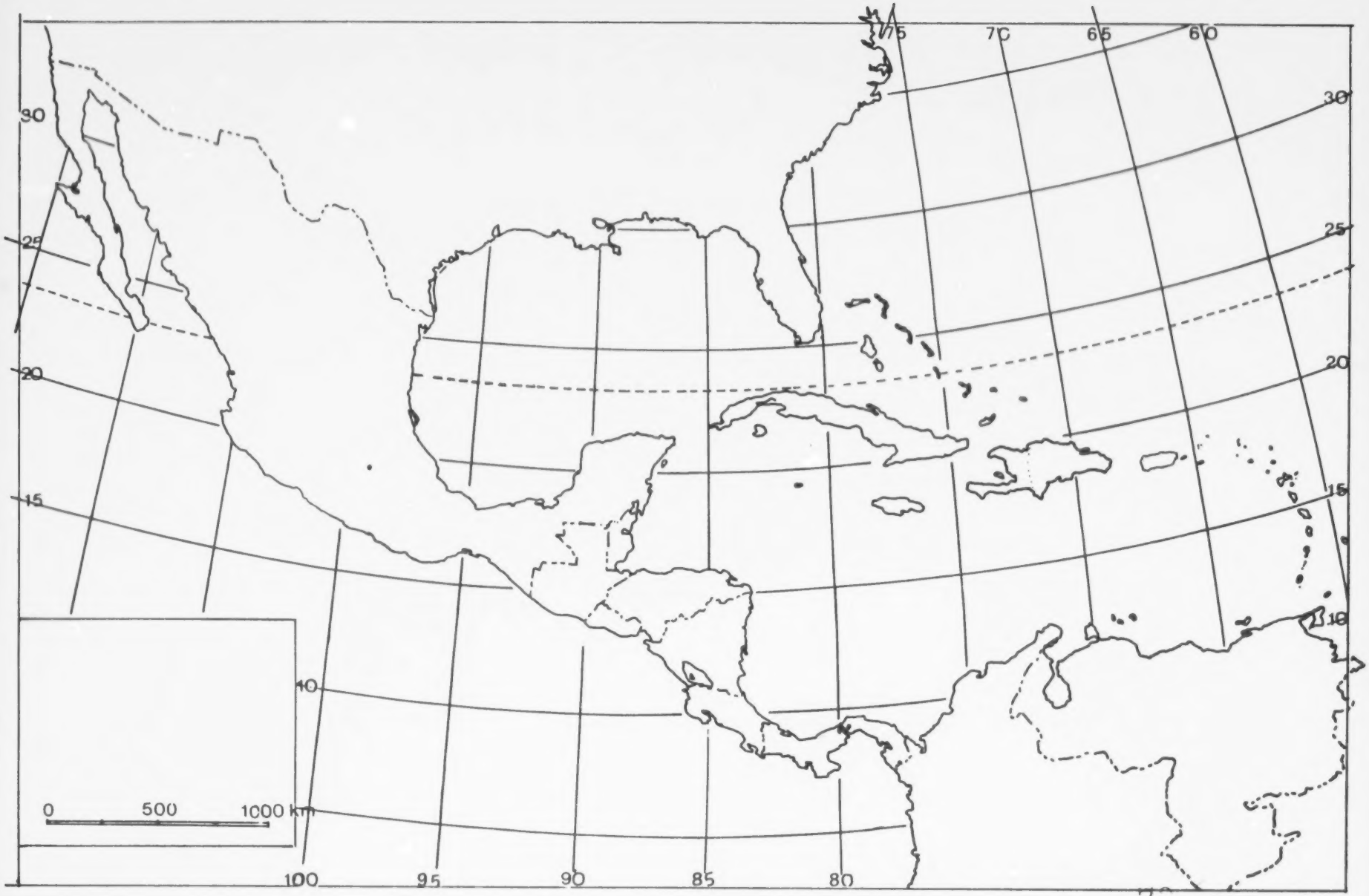
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1000 km
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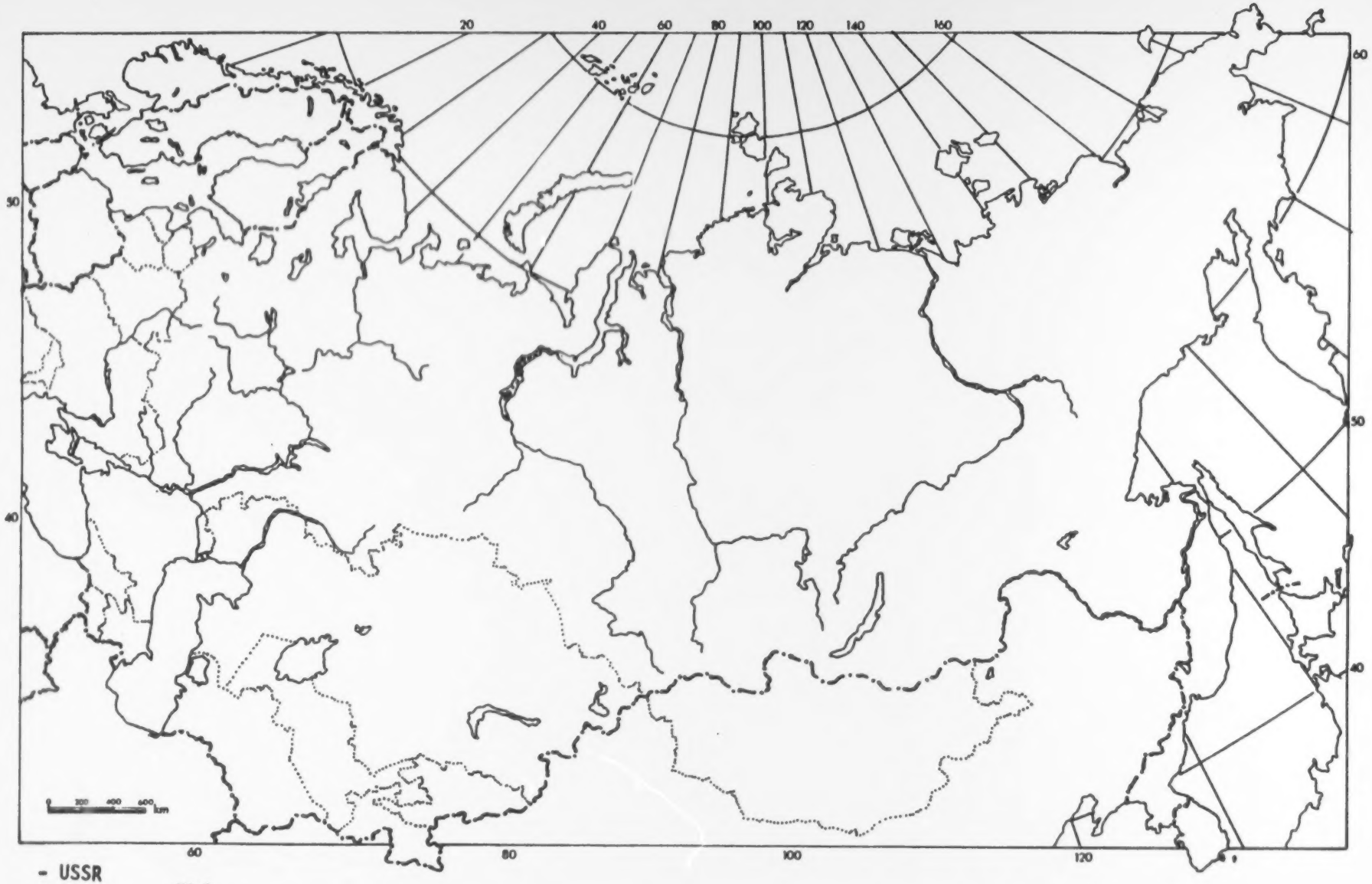
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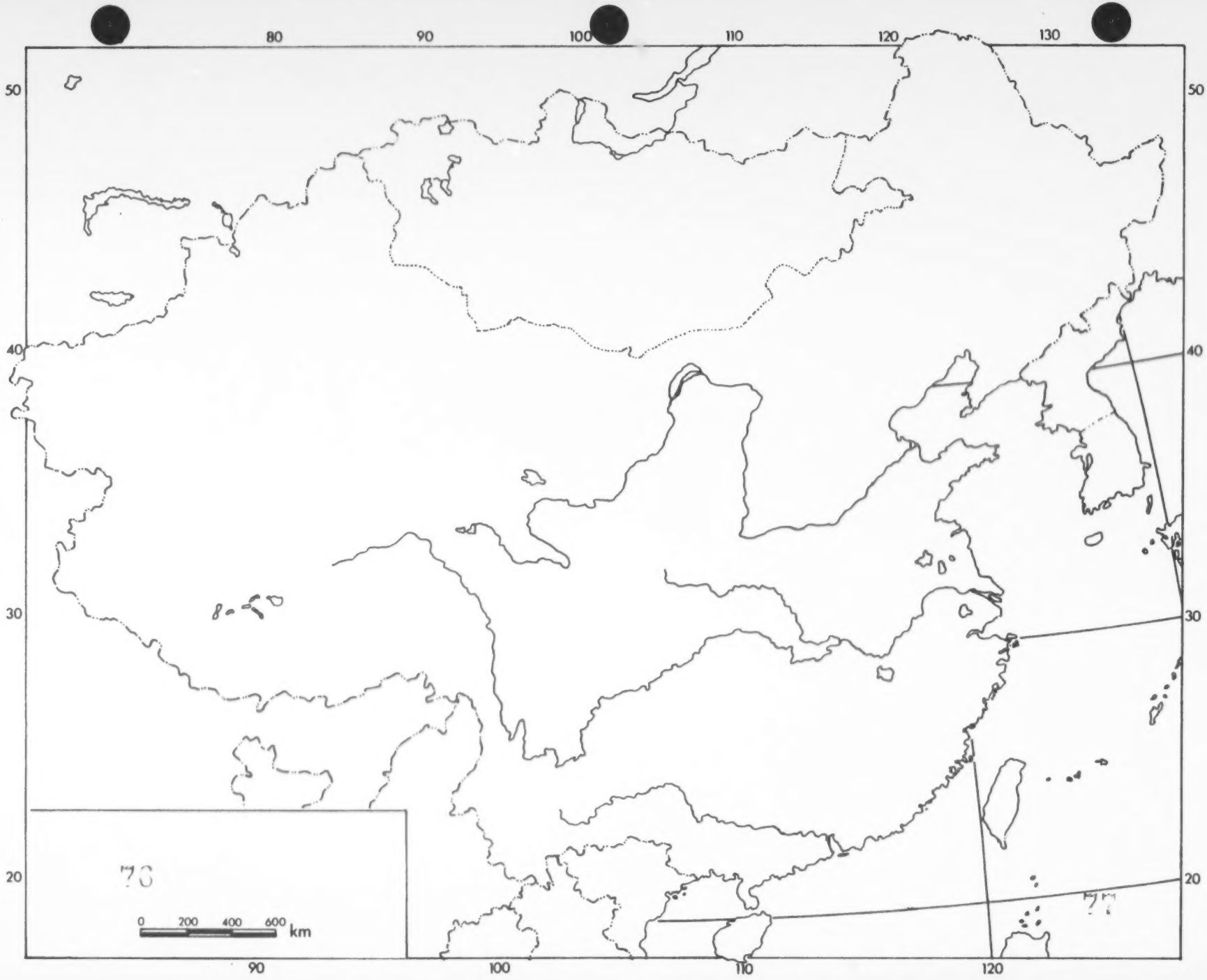
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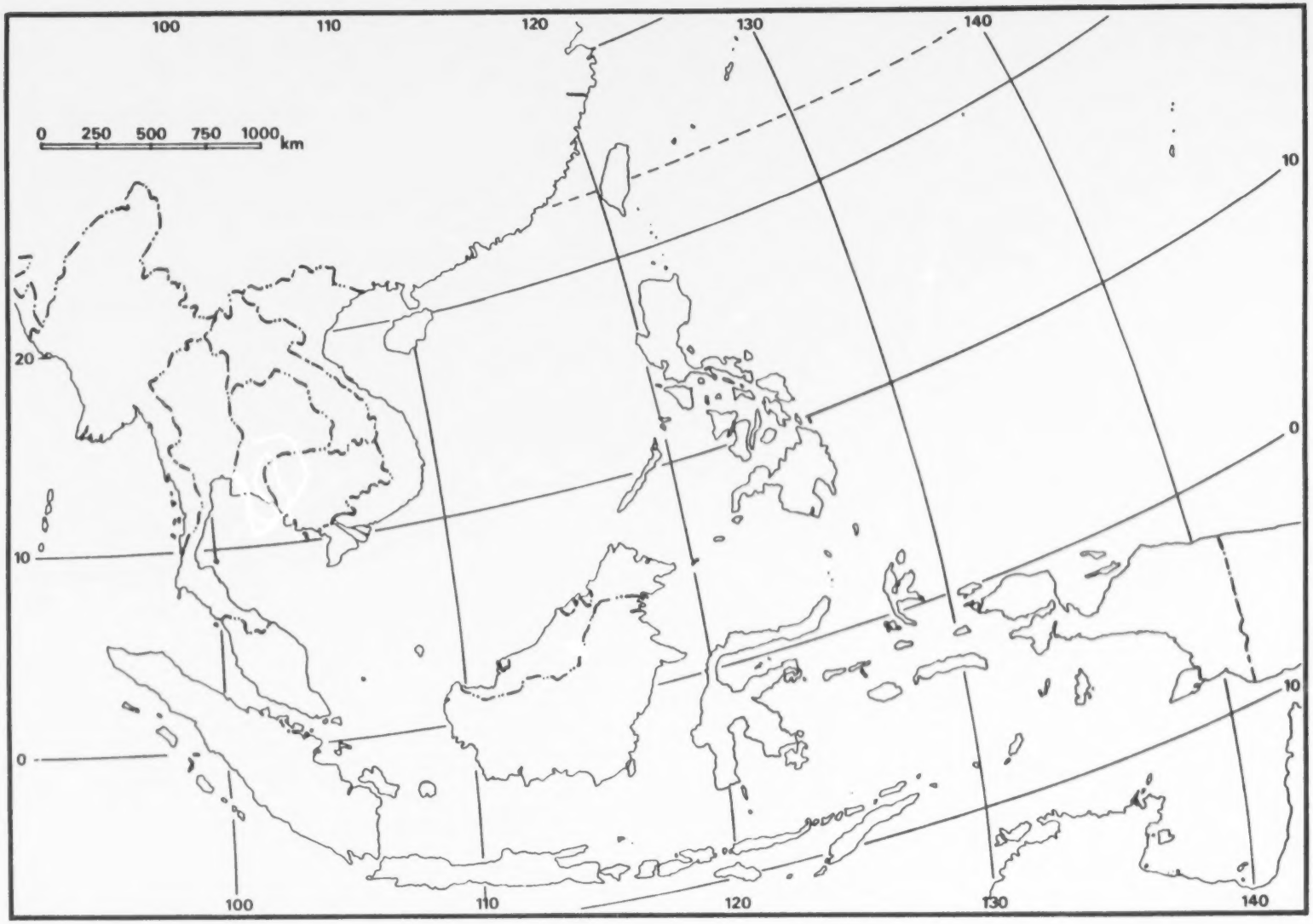
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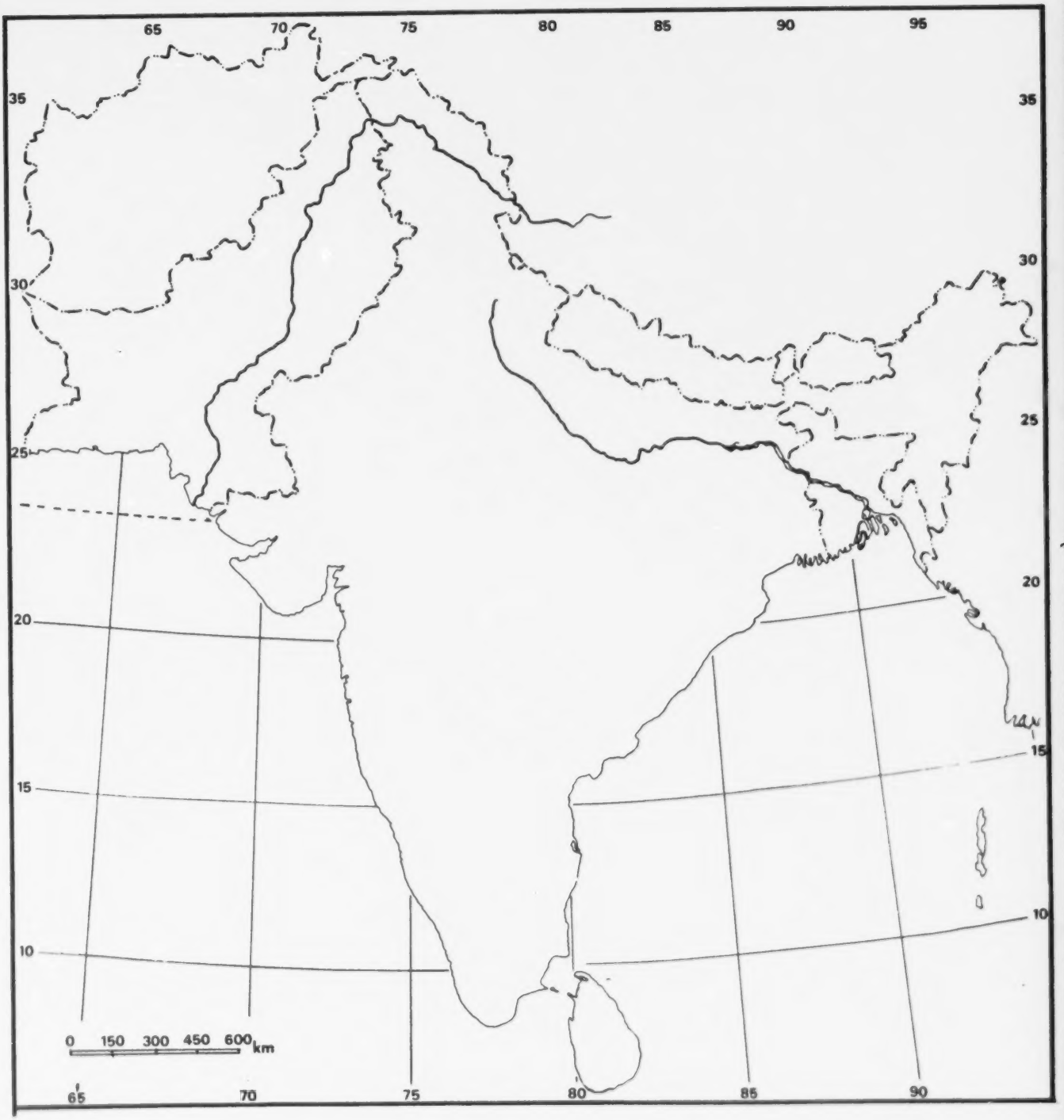
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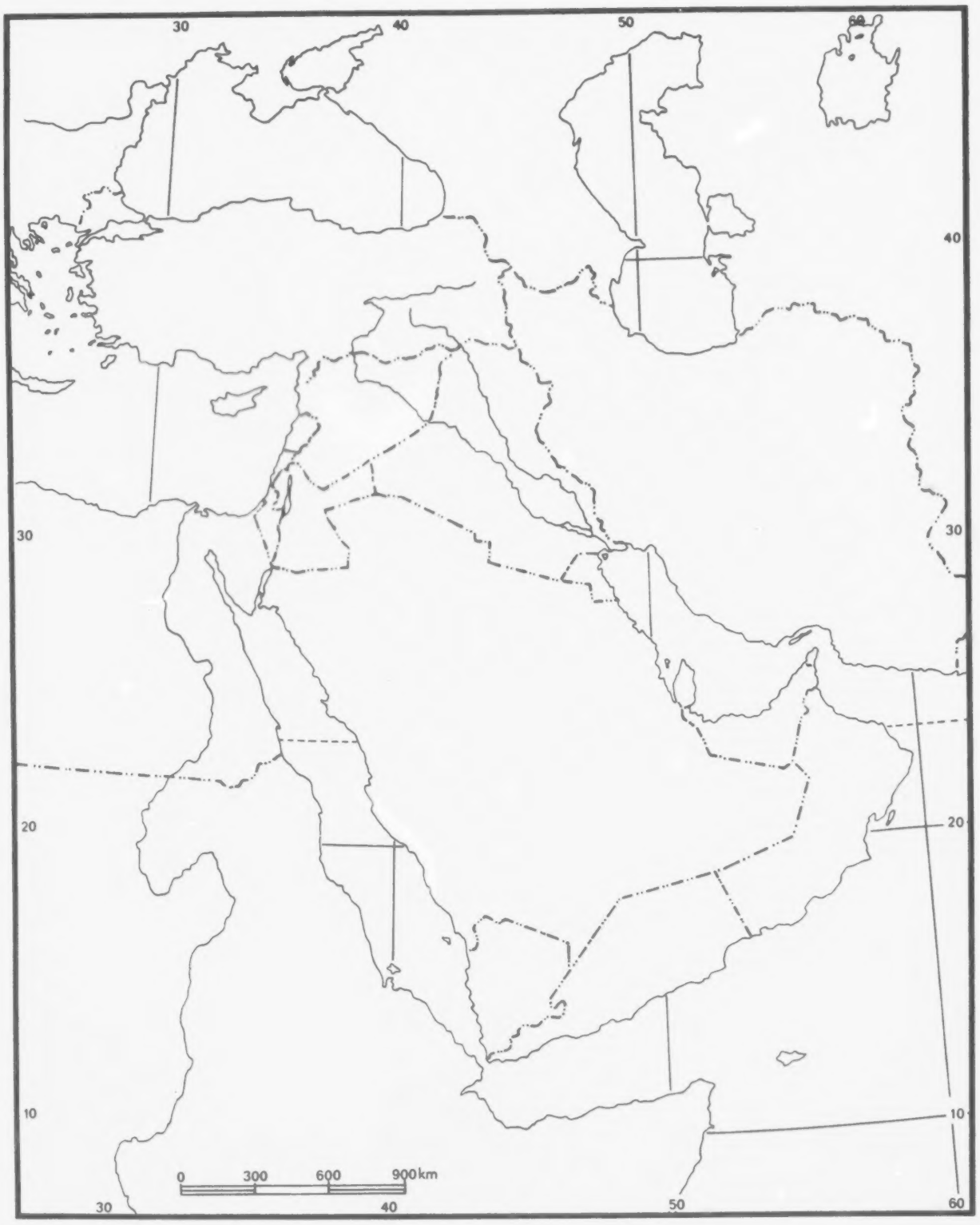
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